

Mathematics and science education is a vital link to connect today's students with the information age and to the workplace of the 21st century.

Today's United States economy depends more than ever on the talents of skilled, high-tech workers and in order to sustain America's preeminence, we must take drastic steps to change the way we develop our workforce.

It is estimated that more than half of the economic growth of the United States today results directly from research and development in science and technology.

The nexus between scientific and technological advances and education has been noted by several entities. Yet, according to the National Commission on Mathematics and Science Teaching for the 21st Century, the performance of our country's students from both the Third International Mathematics and Science Study (TIMSS) and the National

The National Education Association (NEA), an endorser of this bill, recognizes that quality math and science education is essential to prepare our students to compete in the 21st century. The NEA stated,

By authorizing grants to Local Education Agencies for expansion of math, science, and technology curricula, purchase of technological equipment, and teacher training, this legislation will help enhance math and science education. The resources provided for teacher training will help ensure the high quality professional development critical to world class math and science teaching. In addition, the bill's special focus on schools with the greatest economic needs will help level the playing field for disadvantaged students, who often lack access to technological and other resources necessary to maximize math and science learning.

Texas Instruments, another endorser of this bill, believes that the need for additional emphasis in the fields of mathematics and science education is clear. Texas Instruments stated,

In this age of rapidly advancing technology, math and science education is a vital link that prepares students to thrive in the new, information and technology driven economy. More than ever, U.S. economic and technological leadership depends on our ability to ensure that students graduate with the skills and knowledge they need for 21st century jobs.

We must acknowledge that the effectiveness of the United States in maintaining this economic growth will be largely determined by the intellectual capital of the United States.

The education of America's students is critical to developing this resource. American students consistently demonstrate average and below average performance compared to their international peers in their skills in mathematics and science. According to the 1999 edition of the National Assessment of Educational Progress, also known as the Nation's Report Card, the trends in mathematics and science are characterized by declines in the 1970's, followed by increases during the 1980's and early 1990's. However, performance has remained unchanged since the early 1990's. Several findings of the Report Card deserve mention, including the following:

In 1999, the average science score for 17-year-olds was lower than the average score in 1969 for the same age group.

In 1999, the average science score for 13-year-olds was similar to the average score in 1970 for the same group.

In 1999, White students had higher average mathematics scores than their Black and Hispanic peers. Although the gap between White and Black students narrowed since 1973, there is evidence that the gap may be widening since 1990.

In 1999, males outperformed females in science at ages 13 and 17.

A greater percent of 13-year-olds in 1999 than in 1986 reported that the content of their science class was general rather than focused on earth, physical, or life science.

In an age now driven by the relentless necessity of scientific and technological advancement, the current preparation that students in the United States receive in mathematics and science is, in a word, unacceptable. Proficiency in mathematics and technology is necessary to prepare American students for participation in the 21st century and to guarantee that the United States economy remains vibrant and competitive. Now is the time to set the stage for advancement in mathematics and science proficiency. The United States must expect more from our educators and students.

In order to achieve this, it is important that we show interest in economically disadvantaged students who have not been provided with opportunities that will improve their knowledge of mathematics and science. Many economically disadvantaged students in urban and rural America share a common need to receive a quality education, but often their schools lack the needed resources to prepare them for the 21st century global community. The schools and businesses serving these communities are strategically positioned to form a unique partnership with urban and rural students that will increase their mathematics and science proficiency for the benefit of the Nation. If our Nation continues failing to prepare citizens from all population groups for participation in the new, technology-driven economy, our Nation will risk losing its economic and intellectual preeminence. Finally, America's students must improve their performance in mathematics and science if they are to succeed in today's world and if the United States is to stay competitive in an integrated global economy. It is clear that we must provide American students with the competence and confidence to succeed.

Mr. Speaker, The Mathematics and Science Proficiency Partnership Act of 2001 provides an unprecedented opportunity to redefine the federal role in K-12 education that establishes clear national priorities, provides incentives for change, disseminates best practices and targets assistance effectively. I urge my colleagues to support this bill.

#### RECOGNIZING THE CONTRIBUTIONS OF ASIAN AND PACIFIC AMERICAN WWII VETERANS

**HON. TAMMY BALDWIN**

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, May 1, 2001*

Ms. BALDWIN. Mr. Speaker, I rise today to recognize and pay tribute to our WWII veterans of Asian and Pacific Island ancestry.

Half a century ago, these young members of the Greatest Generation answered this country's call to fight in Europe, North Africa

and Asia, on the Atlantic and the Pacific. They selflessly served in support of a greater cause, and all too often were called upon to give the greatest sacrifice of all—their own lives.

The willingness of these young service members to serve and die in support of the war effort is made even more poignant by the racial inequalities experienced by their families at home in the United States. Many of these Asian and Pacific Islander WWII veterans went into service while their families were simultaneously being forcibly relocated to internment camps across the country, solely because of their ethnic origins.

The generous service of these WWII veterans is truly remarkable. It is a privilege to recognize their contributions to this country on the House floor today, in celebration of "Asian and Pacific American Veterans of WWII Day."

I wish to also commend the Asian American Student Union of the University of Wisconsin-Madison. This group of committed students has worked diligently to ensure that the memory of these veterans' sacrifices, selfless service, and patriotism is never forgotten, and they have helped to make this day of recognition a reality in Wisconsin.

#### THE 90TH ANNIVERSARY OF THE NEW YORK COLLEGE OF PODIATRIC MEDICINE

**HON. CHARLES B. RANGEL**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, May 1, 2001*

Mr. RANGEL. Mr. Speaker, I rise to celebrate the 90th anniversary of an important institution in my Congressional district, the New York College of Podiatric Medicine. In view of the fact that podiatric doctors are assuming a growing and significant place on the Nation's health care team, the College means even more to our community.

The College was founded in 1911 in East Harlem by Dr. Maurice J. Lewi, medical physician and educator, former Secretary to the New York State Board of Medical Examiners and first president of this institution. Dr. Lewi drafted the first legislation creating the New York College of Podiatric Medicine and its clinical training arm, the Foot Clinics of New York to provide educational and training programs and the establishment of the first standards of podiatric clinical care.

The College is the first and largest college of podiatric medical education in the Nation, having treated literally hundreds of thousands of people in its foot clinics over the 90 years of its existence. Graduates of the College account for 25 percent of the Nation's practicing podiatrists. Forty percent of the current student enrollment are minorities, 45 percent of whom are women. The college is affiliated with the New York Presbyterian Healthcare System, Lincoln and Harlem Hospitals, Metropolitan Medical and Nassau County University Medical Centers—a clear reflection of the outstanding reputation the college has earned in the health care community. In October, 2000, the college affiliated with Columbia College of Physicians and Surgeons to provide improved access to patient care, academic programs for